"Mind-Set" About What Professional Development (PD) for Student Achievement **Is** and **Is Not**

PD for Student Achievement _is_…	PD for Student Achievement is _NOT_
- Aimed at improving student learning and increasing achievement. To accomplish specific goals, PD must have specific components in place. The Iowa Professional Development Model (IPDM) describes these components. - Inclusive. It involves all teachers responsible for instruction. Full engagement in workshop and workplace professional development is an expectation. - Collaborative. Collective (group) PD is the norm. Teachers work and learn together on a common goal to improve their own learning in order to improve the learning of their students.	- About all types of PD. Many PD experiences are not structured to yield student achievement. - Topical workshops and conferences. - Independent activities/projects of interest. - Mandatory training (blood borne pathogens, abuse prevention, etc.). - Teacher work days. - Teachers working in isolation on self selected topics. - For volunteers – teachers deciding whether or not to participate. - About selecting a few teachers to go to a workshop and share ideas with the faculty. - Top down. - Organizing performance review artifacts.

Participative Decision Making

PD is driven by collaboration, cooperation:
- Teachers and administrators are engaged in the planning.
- Teachers support each other.
- Teachers and administrators engage in study together around a shared goal.
- Is based on distributed leadership—teachers are leaders and should make important decisions about PD.

Collecting and Analyzing Data

PD is based on multiple sources of data that suggest what students need to learn to be successful and proficient. Teachers and administrators engage in analysis of the data and dialogue about implications.

Goal Setting and Student Learning

PD is intended to move students to higher levels of learning. High expectations are a foundation of this work.

For PD to move a critical mass of students to higher levels of success, a planned approach is required. Clearly defined goals are necessary to design, implement and evaluate PD.

PD plan sets a priority to make sure implementation occurs and the goal can be met.
Rule of Thumb: About 80% of time and resources for PD should be focused on priority academic domain area(s) established by the district, About 20% of time and resources are allocated to other priorities until the PD goal is met and efforts can shift to next priority.

The intent is to help students access the full curriculum (reading, mathematics, science) and prevent the time and energy of faculty from being distributed across multiple priorities. Other priorities are also important and will need attention, but should consume less time and resources.

Selecting Content
Uses evidence-based practices that have a track record for getting results. Establishes confidence that if you implement initiative correctly, you will get results. Prevents decision making based on: • Popular ideas in the field that may not be well grounded. • Unsupported claims by vendors or advertising. • A single source or publication.
Designing Process
Carefully designed plans provide structures and routines for PD including time for collaboration, training, and analysis of PD data. Respects teachers by carefully designing PD, recognizing that their time is valuable and that their learning is a high priority.
Training and Learning Opportunities
PD provides learning opportunities that fit the goal. If the goal is to increase achievement, then the content is about instruction. The learning opportunities provide theory, demonstration, practice, and coaching. Learning is sustained over time. Prevents one-shot sessions, topical events, and book discussion groups that rarely yield achievement.
Collaboration and Implementation
Includes collaborative team meetings with team having same goal and common training (see definitions of collaborative teams). Team meetings include: • Analysis of student work. • Observing peers implementing the model/strategies. • Development of new lessons and materials. • Opportunities to solve problems. Teachers work together to learn more about what is being studied to ensure transfer to routine classroom practice. PD provides collaboration to increase transparency of practice – teacher work in the classroom is a shared experience with others, in the spirit of continuous learning. IPDM prevents silos with teachers having little or no connection to others once they enter their classroom
Ongoing Data Collection
Is based on data. Teachers engage in analysis and discussion of questions such as: • Are students responding to improvements in instruction? • Is the PD working? Does training need to be adjusted? • Are students experiencing the strategy/model often and accurately?
Program Evaluation (Summative)
Evaluates the results of PD by examining student results and teacher implementation data. • If the goal and indicators have not been accomplished, student data indicate students are responding, and teachers are fully implementing, continue the initiative as is. • If students are not responding, but data suggests teachers are not fully implementing, continue the initiative with changes. Emphasize processes to increase implementation. • If students are not responding and teachers are fully implementing, consider selecting different strategies. • If indicators for student achievement have been met, consider the initiative complete, and begin the decision-making process to select another professional development target to address a different goal.

For additional information see: http://www.iowa.gov/educate/content/view/232/637/